



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY269379

DfES Number:

INSPECTION DETAILS

Inspection Date 02/12/2004
Inspector Name Caroline Preston

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Upminster Day Nursery
Setting Address 103 Suttons Lane
Hornchurch
Essex
RM12 6RR

REGISTERED PROVIDER DETAILS

Name Mrs Salma Khodabaksh

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Upminster Day Nursery is a privately owned nursery. It opened in 1987 and is situated in a residential area in a converted house, close to local shops and resources in Hornchurch. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 07: 30 to 18:30 for 52 weeks of the year and children attend for a variety of sessions. All children share access to a secure enclosed outdoor play area.

There are currently 52 children from 0 to under 5 years on roll. Of these 14 children receive funding for nursery education. The nursery serves the local area.

The nursery employs ten staff, over half of the staff hold an appropriate early years qualifications to National Vocational Level 2 or 3.

How good is the Day Care?

Upminster Daycare provide satisfactory care for children.

Staff provide children with a secure, happy family environment, that support's children's development and self-esteem and confidence. The operational plan works well this ensures the adult to child ratio is maintained throughout the session. The staff team are warm and friendly. Parents are made to feel welcome and find the staff approachable. The policies and procedures are available for staff and parents to ensure they are aware of the nursery's operational procedures. Children have access to a range of play resources that support their learning and development. Ofsted have not been informed of staff changes.

A good written risk assessment recently introduced works well. A staff rota ensures all areas are checked on a daily basis ensuring the safety of the children is maintained at all times. Staff promote children's health effectively. There are no written consent forms seeking emergency treatment completed. Nappy changing routines promotes good hygiene practice and affords children's privacy. Mealtimes are sociable occasions, staff are fully aware of children's individual dietary

requirements. Limited play resources reflecting diversity hinder children's opportunities to learn about the wider community. The nursery has good systems in place to support children with special needs. Staff manage children's behaviour in a positive manner, using praise to re-enforce good behaviour.

Partnership with parents is good due to the centre giving parents a wide range of written information about the setting.

What has improved since the last inspection?

There were no actions from the last inspection.

What is being done well?

- The staff team are warm and friendly. Parents are made to feel welcome and find the staff approachable. The children are confident to ask for help and support when required.
- Staff deployment is good. A keyworker system is in operation and ensures that individual needs are met.
- Partnership with parents is good. A good range of policies and procedures are given to parents giving them a written information about the setting.

What needs to be improved?

- information of relevant changes and matters
- the provision of activities and resources which reflect diversity
- consent forms seeking emergency treatment

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no previous complaints.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown		
Std	Action	Date
1	ensure that there are effective procedures in place for informing Ofsted of relevant changes	10/12/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
5	ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice
7	request written permission from parents for seeking emergency medical advice or treatment

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Upminster Day Nursery provides good quality nursery education overall which enables children to make generally good progress towards most of the early learning goals. Provision for their knowledge and understanding of the world has significant weaknesses.

The quality of teaching is generally good. Staff have a satisfactory understanding of the early learning goals. Most staff are skilled at challenging and questioning appropriately to help children extend their thinking and learning. Good assessments and observations are used to monitor children's progress although, how children will be helped to move on is not clearly planned. Activities to develop children's knowledge and understanding of the world is not fully exploited, this limits their opportunities to explore and investigate how things work and learn about other cultures. Effective systems are in place to support children with additional needs and who speak English as an additional language. Children behave well in response to staff's consistent, clear expectations.

Leadership and management at the setting is generally good. There are clear and appropriate aims for the children's care and education, this is reasonably understood by most staff. However, the manager has not established any systems to review and evaluate the strengths and weaknesses of the setting; planning is not monitored to ensure children are helped move onto the next stage of learning. The staff appraisal system and regular training are used to further develop the staff's knowledge and skills.

Partnership with parents is very good. An effective keyworker system and 'home link' sheets ensure parents are kept up to date with their child's achievements and progress. Parents are encouraged to be actively involved with their child's learning, a parents notice board and regular newsletters gives them information about planned topics and events.

What is being done well?

- Staff use positive strategies to promote good behaviour and consideration for others. They give children clear and consistent boundaries and help them understand the impact of unacceptable behaviour on others. Their calm manner and the way they always speak respectfully to children sets a very good example.
- Parents are kept well informed about their children's progress. They can discuss their child's achievements with their keyworker each day, they are able to access children's records at any time and are kept up to date with children's progress.
- Children's personal, social and emotional development is very good. Children

are confident, motivated and interested to learn, they behave very well.

- Children are confident speakers and communicate with staff, peers and visitors clearly. They are encouraged to notice the wealth of print through displays and the use of books. Children enjoy using books independently and listening to stories with enthusiasm in a group situation.

What needs to be improved?

- Opportunities for children to explore and investigate the natural world, to learn about cultures and beliefs of other people and access to information and communication technology.
- Use of assessments of children's progress to identify next steps and help children move onto the next stage in their learning.

What has improved since the last inspection?

Non-applicable as this is the first nursery education inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's confidence and self esteem are built up by staff who know them well and are sensitive to their needs. Staff manage children's behaviour effectively, helping them to gain confidence and learn to enjoy playing and working with others. Older children are very caring towards younger children and include them in play activities. Although children confidently select activities of their choice, opportunities for children to develop personal independence at meal times are limited.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are keen to communicate and confidently talk about what they are doing. They independently make their own selections from the book area. They enjoy listening to stories in a group situation and participate enthusiastically in familiar stories about 'father Christmas'. Older children recognise some letters and some are beginning to attempt to write their names. However, activities such as role play are not extended to help children to learn about writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn about basic shapes and colours and use mathematical concepts to solve problems of shape and size as they complete puzzles and build using the train set. Older children confidently count to eight. All are beginning to learn to count and use numbers as part of their play, through daily routines, and seasonal topics such as counting Christmas trees. However, opportunities for older and more able children to further develop their awareness of weight and capacity are often missed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Although children have occasional trips to the nearby park to make bark rubbings, other activities to help children learn about the natural world are too limited and events not fully exploited. Children have too little access to resources to support their learning about everyday technology to find out how things work. Children have limited experiences of learning about different cultures and ways of life and the strong emphasis on Christmas is not consistent with other festivals.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are developing good eye co-ordination and fine motor skills, for example, they use glue sticks and cutlery with increasing control. They have daily access to the garden which is well resourced to support children's physical development. Children confidently use a good range of equipment such as small bikes, push alongs and climbing frame. However, activities give insufficient challenge to older and more able children to extend their physical skills and skills and help them progress.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children participate enthusiastically in music sessions, they particularly enjoy singing . Although children enjoy drawing, they have limited access to appropriate equipment. Adult directed craft activities limit children's opportunities to express themselves freely in art and design. Children use their imaginations as they play, drawing on their own experiences, such as having picnics in the home life area.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Strengthen the programme for knowledge and understanding of the world, to promote children's understanding of the natural world.
- Develop the system for observing and recording children's progress so that information gained from assessments can be used to identify next steps and help children move onto the next stage in their learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.